

Developing Job Readiness

Work Group Names: Jae G. Taylor, Linda Sue Banes, Wade Ransin, Joyce Cavanagh, Cuilea D. Tittle, Shawn Grahamann, Ellen Howard, Yolanda Morado

Region: South

Circle which primary base program it addresses - 4-H

Section 1. Relevance

Where did this issue surface?

Sources where issue surfaced:

Texas Community Futures Forum
County Committees

What is the issue/problem?

Developing Job Readiness- Vocational Trades to include nursing, care-taking, electrical, plumbing, welding, heavy equipment operations

Problem size and scope? (How many people does it affect? How wide spread?)

State Wide

Problem severity? (How serious is this issue?)

High

Description:

As our population grows, the need for people with their skills will also increase

Target Audience? (Who does the problem impact and how many?)

High School students, non-college students, high school dropouts, and current employed people looking for a career change and county agents.

What are some general characteristics of the audience this program targets?

Section 2. Response

Response refers to how Extension intends to address the issue by developing an educational program.

State the goal of the program.

Provide marketable job skills so that participants could become employed.

State the outcome objectives.

Client Change	At the end of this program, will....
<i>Knowledge</i>	increase knowledge on.... Available jobs and opportunities in the job market; helping people to determine what their job and career interest are and what training is available; knowledge of apprentice programs.
<i>Skills</i>	develop skills.... Pertinent to their interest and job goals; also help develop life skills including self discipline, time management, social skills, and basic work ethics.

<i>Attitude</i>	change their attitudes pertaining to... available opportunities	Self worth, personal responsibilities, and
<i>Behavior Change</i>	adopt.... complete a GED	Obtain and maintain employment- retain employment,
<i>New Technology</i>	adopt.... equipment, internet and future	And accept new computer technology including skills, technology emerging in the future.
<i>Best Practice</i>	adopt basic training, internships	Certification, apprentice program, advancement after

Program Design.

Topic (Subject Matter)	Existing Resource(s)	Contact Person(s)
Assessment of Career Interest	Workforce Center, Technical Schools, Guidance Counselor, Internet	Career Counselors, Human Resource Directors, Successful Tradesman
Identify existing training centers	Trade Unions, Job Corp, Apprentice Programs, Workforce	GED Programs, Center Staff, Library Programs
Community Colleges	Beauty Schools	
Identify possible workforce mentoring or shadowing opportunities and internships		

Section 3. Results

Client Change Level	Sample Questions (Review the objectives section to help place questions or statements in the space below)
Knowledge	Assessing their internet: 1. List 3 careers that are of no interest to you? 2. List 3 job opportunities presently available to you? 3. Where would you go for career assistance? 4. What training opportunities exist in our county
Skills	1. List 3 skills necessary to fulfill your job 2. Have you completed a job application 3. List 3 components off someone with good work ethic
Attitude	1. Do you feel good about yourself? 2. Do you feel confident about obtaining job or applying for a job 3. Pre-post testing or post-pre attitudes towards work
Behavior Change	Have you obtained and retained employee? Have you enrolled in a training program? How are you getting along with your co-workers? Have you pissed any off today?
New Technology	Did you use a computer before starting your job? Do you read e-mail and what is your address? Can you search the internet?
Best Practice	Numbers enrolled in the certification and apprentice programs

Economic Indicators: Are these economic indicators that can be measured concerning this issue?

YES

Please list them below.

Interpretation. The last step in the process is interpreting the results to our stakeholders. List internal and external stakeholders that would be interested in the results of this educational program. Do not forget to think about other state agencies and groups that would be interested in these outcomes.

Internal to Extension Stakeholders	External Stakeholders
Extension agents, commissioners, court and judge	University, technical schools, local schools Civic groups could sponsor scholarships